

As the book is written for children, the use of calque and mixed translation was able to convey special features of the characters and domesticated the text for target audience: eng. Moaning Myrtle [2] – ukr. Плаксива Міртл [8], eng. Dodgy Dirk [2] – ukr. Дерк-шахрай [8].

Thus, we can conclude that translators use a variety of methods and imagination to convey poetonyms, without losing the original atmosphere of the work. Poetonyms as an artistic and lexical layer mark the writing style, interpret the coded vision of the author, so they have an epoch-making role.

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Борсук І. Л.

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Тернопільський національний педагогічний
університет імені Володимира Гнатюка

Науковий керівник – канд. пед. наук, доцент Клименко А. О.

METHODS OF FORMING LINGUO-SOCIOCULTURAL COMPETENCE IN THE PROCESS OF TEACHING FLS AT HEIS

The article is devoted to characterise methods and ways of forming linguo-sociocultural competence in the process of teaching foreign languages at higher educational institutes.

Key words: linguo-sociocultural competence, sociolinguistic, sociocultural and social competences.

Learning of foreign languages is important because it can be used in each sphere of life either it is a personal purpose, or as an additional skill to person's work activity. Nowadays, people learn new languages in order to travel, improve memory, break barriers, meet new people, work better or even to form new neural connections (neuroplasticity). Today, in times of constant migration and cultural exchanges, changes and "blurring" of state borders, the formation of linguo-sociocultural

competence plays an important role in the study of foreign languages because cultures are constantly spreading and overlapping. There is a huge necessity in learning foreign languages, however, simple learning of new vocabulary and grammar is not enough to communicate with foreigners. That is why it is important to learn a foreign language in cultural context to form and develop linguosociocultural competence. The formation of linguo-sociocultural competence includes taking into account the cultural, historical, everyday, social features of the studied language.

The aim of our article is to characterize linguo-sociocultural competence and to analyze the means of its formation in the process of teaching foreign languages at higher educational institutes.

In the English Language Program for Professional Communication it is stated that the general purpose of teaching and learning English for professional purposes is to prepare students for effective communication in their academic and professional environment [1, p. 11].

Therefore, there is a need to form a foreign language competence (ability to successfully solve the problem of mutual understanding and interaction with native speakers of the language being studied, in accordance with the norms and cultural traditions in terms of direct and indirect communication) [1, p. 42].

Linguo-sociocultural competence is an integral prerequisite for the formation of communicative competence of a person ready for intercultural communication [3, p. 16].

Linguo-sociocultural competence is knowledge about the country of the studied language in combination with its customs, norms of behaviour, etiquette, and the ability to use this knowledge in communication with representatives of other cultural groups; moreover, it is the ability to use verbal and non-verbal means of communication with other people, the ability to navigate in a social situation and manage it [8, p. 2].

Due to the fact that linguo-sociocultural competence is the ability to communicate in the intercultural arena, researchers conclude that this competence is an intensive dynamic interaction of sociolinguistic, sociocultural and social competences.

Sociolinguistic competence is a student's ability to use language and speech means of another language, national and cultural vocabulary depending on the context and style of communication in intercultural communication. Sociocultural competence is based on the student's ability to acquire various cultural, linguistic, socio-cultural, local lore and intercultural knowledge, applying them in practice to achieve their goals in a foreign language environment. Social competence is the ability to communicate with representatives of other countries, resolving possible misunderstandings [2, p. 429-430].

The formation of linguo-sociocultural competence involves many means of its formation. Such means include the use of authentic works, interpretation, translation, the use of proverbs, video and audio materials, and the reading of newspaper and magazine articles [7, p. 112].

The use of authentic works in the process of learning a foreign language will help foster a positive attitude of students to the culture, traditions, customs of the country of the studied language [2, p. 3].

Newspaper and magazine articles are full of national and cultural features, as they contain information about the political situation of the country, economic status, socio-cultural processes of society and the worldview of the culture of the studied language [10, p. 92-93].

Interpretation of literary texts helps to get acquainted with the specifics of linguistic culture, with its sociocultural codes, thus establishing a "secondary linguistic personality" [4, p. 52-53].

Proverbs are full of functionality, which is the reason for their use in almost all aspects of learning English: phonetic, grammatical, lexical, communicative, socio-cultural. Students will learn to interpret them according to their native language and specific speech situation and "appropriate" the language, think creatively, provide adequate understanding of expressions and personal attitude [6, p. 39].

Video and audio materials are a common tool in the process of forming students' linguo-sociocultural competence. It is useful for acquainting students with information because they

facilitate the perception of historical, national, socio- and ethnocultural background, understanding of sociocultural situations and special national patterns of behavior, facilitate analysis and comparison with similar phenomena, the formation of linguistic and sociocultural skills and abilities [7, p. 113].

Thus, we have characterized the linguo-sociocultural competence. The essence of linguo-sociocultural competence is the use of realia vocabulary, knowledge of history, customs, culture of a foreign language, which best reflect the linguistic picture of the world and prepare students for communication in a multicultural environment. The teacher's task in teaching students linguosociocultural competence is not only to model situations and teach language "scripts" and clichés, but also to transfer them to their native language to find analogues and achieve goals, namely – mutual understanding with other ethnic groups and cultures. We also analyzed the subcompetences of linguo-sociocultural competence, namely sociolinguistic, sociocultural and social. Each of them has its own characteristics, for example, sociolinguistic is an opportunity to choose, use and understand the cultural features of the foreign language; socio-cultural is the ability to acquire any culturological or linguistic-cultural features of the language; social is the ability to communicate with the representatives of another culture.

There are many means of forming linguistic and socio-cultural competence in a foreign language lesson in high school students. They are divided into the use of authentic, artistic works, interpretation, translation, use of proverbs and sayings, reading comics, video and audio materials and reading newspaper and magazine articles. Each of these tools has many benefits.

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